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ABSTRACT

These instructional materials include six supplementary units for Tech Prep English I (grade 9) and six assignments for Tech Prep English II (grade 10). The Tech Prep English I units have these components: unit objectives, introduction, and follow-up exercises. Topics include goal setting, problem solving and decision making, listening and reading comprehension, development of strong analytical skills, the research process, and expansion of research skills. Tech Prep English II consists of six assignments that reinforce writing and speaking skills, cooperative learning, problem solving skills, and creativity. The assignments center around a mythical small town to which the students are introduced in a prefatory letter. Three assignments are group activities; two are individual activities; and one can be used either way. The exercises are role plays, newspaper ad, letter from the mayor, writing round robin, memo writing, and city council proposals. All necessary information and materials are provided. (YLB)

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COMMUNICATIONS FOR LIFELONG SUCCESS I AND II (TECH PREP ENGLISH I AND II)

Pilot Test Materials for Pendleton High School Pendleton, South Carolina

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Communicating for Lifelong Success I

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Unit 1
Discovering My Goals

Unit Objectives

1. Introduce students to the concept of a "hero" or "heroine" as a positive model.
2. Encourage and motivate students to analyze their own strengths and interests.
3. Encourage students to set intermediate goals for high school years.
4. Introduce students to the importance of communications skills in being successful.
5. Begin to introduce careful reading and literary analysis.
6. Build writing skills through paragraph exercise and journal entries.

Introduction

Attached is the first supplementary unit for Tech Prep English I--"Communicating for Lifelong Success." To be used as the introductory unit, this first lesson focuses on building enthusiasm for the course and the students' own self-esteem.

Since these students are just beginning their high school years, they are presented the idea of themselves beginning an exciting adventure wherein they will need to develop skills, learn to know themselves better, and make important decisions. To go along with the first two sections in their literature text, the concept of "heroism" is introduced as well. It will be up to you to discuss these concepts with the students and their ideas of what constitute heroic qualities. They should also be eager to discuss their current heroes--what celebrities and characters they particularly admire.

Students are then given two short stories to read, one about Odysseus and one on Odin. If you are using a text that does not contain these stories, you will want to substitute two short stories that contain examples of heroic figures, one who is wise and caring, and one who is less mature and more impulsive. What should emerge from the discussion of the two characters generally is that one character (Odysseus, in this case), while he is handsome, strong and charming, is not a particularly wise or effective leader. He is impulsive and often selfish, stubborn and even childish. He makes a good many mistakes because of these qualities and because he is not a good communicator. Odin, on the other hand, is more genuinely concerned about his people. He values knowledge above all other accomplishments, and he is willing to make a significant personal sacrifice in order to protect his people. What should emerge in discussion is that students admire him more as a hero and a model. However, the role of communication needs also to be stressed here. As well, students should be led to discuss other concepts of heroism that are not dependent on mythological figures. A good working definition of a modern-day hero or heroine might be "A person who has made real contributions to help others or change others' lives."

Students will then fill out a personality profile that is not intended to "type" them in any way. This exercise is not intended to make them feel that they have been pigeonholed or limited. It is simply intended to give them an opportunity to think about their strengths and interests so that they will be able to begin setting some goals. The paragraph that they will write, besides building their writing skills, is also a playful exercise to let them be creative and have a little fun with the idea of themselves as heroes or heroines.

The follow-up exercises, all journal entries, are intended to reinforce the application of the ideas that students have discussed to their own lives. You will probably want to spend some time on a brief discussion of goal-setting, which they will practice in more depth in the next unit when they participate in a group problem-solving activity.

Discovering My Goals

Introduction

You are about to begin an adventure--one that will bring new challenges but also exciting opportunities. This adventure may not be exactly like those you are used to watching on television or in the movies. Unlike Dick Tracy or Wonder Woman, you won't be gunning down the bad guys or performing any daring rescues. No, your adventure will be even more exciting than a Hollywood screenplay because it will be all about you. You will be the hero or heroine of your own story as you make choices and set goals for your future. Of course, in order to make good decisions as you plan for your future, you will need to develop the right skills.

Some of the most important skills you can develop are those that help you communicate better with the people around you. Many more opportunities are available to young men and women who can read, write and speak effectively than to those who cannot. This year you will be learning through examples, exercises and group activities how to sharpen your communications skills so you will be able to write a successful script for your own personal adventure!

First, let's look at what makes someone a successful person. What qualities make someone a hero or heroine? What tools do they use to accomplish their purposes?

In this introductory unit, you will

1. Read two examples about heroes who must set goals and make some important decisions;
2. Discuss how they use communication skills and tools to be successful;
3. Analyze your own traits, skills and goals by filling out a personality inventory and writing a self-description; and
4. Summarize what you have discovered and decide how you can apply your knowledge to your current goals and tasks.

Example

In your textbook, **Reading Literature**, read "Circe, the Enchantress" and "How Odin Lost His Eye." Here are some questions to discuss:

1. By now, you have read at least two stories about Odysseus. How would you describe him as a hero? Is he a completely admirable character, or do you see any flaws in his personality? Does he remind you of any of the heroes you read about or see in movies/television shows today?

2. What is the first problem Odysseus and his men have on this part of the journey? What could have been done to prevent this problem? Do you

see any "communication breakdowns?" Who failed to communicate with whom?

3. What problems does Odysseus encounter later that he is able to solve by listening well and giving clear instructions?

4. Compare Odin with Odysseus. Do they share any of the same "heroic" personality traits? How are they different? Does Odin remind you of any of the popular heroes today?

5. Why is Odin a good ruler over all his people? Do you see any ways that he uses good communicating skills to keep his people happy and safe?

6. Why does Odin go to the well? What does he feel he needs to be a better king?

7. Which of these two heroes do you admire more? Why? Do you think that one of them is a better model to follow than the other?

Application

Part I.

You have looked at examples of heroes from long ago and decided what characteristics made them successful or unsuccessful. As you begin your own adventure, you will need to understand your own personality--your strengths and weaknesses, priorities, likes and dislikes. The following personality index will help you to understand yourself and make better decisions about your future.

Self-Assessment Inventory

From the earliest age through adulthood, we all need role models, people that we admire and try to imitate. We choose role models, sometimes without even realizing that we are doing so, from our families, friends, teachers, and people we see and read about in the media. It is important that we choose our role models carefully, choosing people who are worthy of being admired and imitated. The following questions are intended to help you identify and evaluate your role models.

1. Who are your favorite celebrities in sports, music, television or movies?

   Do they influence the way you feel? Dress? Act? How?

   Do they influence your goals? How?

2. Which family member do you respect the most? What qualities do you admire in that person?

3. Do you think that you would like to have those same qualities? Do you think that you already do have some of those qualities?

4. Who do you admire, envy, or wish you could be more like among your peers at school? Identify the qualities you most admire.

5. Winners associate with winners to help each other be the best they can be. As you look at your group of friends, do you think they will help you reach your goals? Can you help them by being a role model?

6. Who would you like to imitate or model in school achievements? In personal relationships? In outside-of-school activities?

Principles

Principles are ideas that we consider to be worthy and important. Because they provide us with a larger framework for our everyday decisions, we need to identify what concepts are most important in our lives. Usually our principles are tied to some abstract ideals with which everyone is familiar. Some examples are justice, freedom, honesty and love.

We learn our principles from the time that we are very young from the people we come into contact with, the experiences we have, what we read, and other influences. Because our attention and loyalty when we were children were mostly focused on our families, they are the main source of our principles. Other sources can include such groups as church, school, Girl Scouts and Boy Scouts, and more and more, television and radio.

Below, list five concrete things (other than people) that you consider important. Then list five abstract ideas that you consider important. List for all ten items the source from which you learned to value that thing or idea.

	Thing/Idea	**Source**
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Looking at this list of things and ideas that you think are important, what do you think the list tells you about your priorities? Are you satisfied with your principles, or do you see something you think needs to be changed?

Self-Esteem Assessment

The way to win in life is to recognize the special talents you were born with and continue to develop abilities, skills and activities to use those talents as fully as possible. But you must also cultivate your feelings of being a worthwhile, valuable person. More than any other quality, good self-esteem is the key to high achievement and happiness.

To begin to discover how to improve your self-esteem, you must first discover where there is room for improvement. The following graph lists 20 statements describing two opposite extremes of feelings. As you compare a statement in the left column with tne one directly across from it in the right column, place a check closer to the statement you feel best represents your attitude.

Part II

Now that you have looked at the results of your personality index and analyzed them, here is a chance to use your imagination and "daydream on paper." Knowing what some of your interests and strong personality traits are, write a paragraph describing what you would like to be if you could be anything at any time in any place in the world. For example, do you see yourself as a gunfighter in the Old West? Captain of a starfleet sometime in the future? Princess in the middle ages? Great sports figure of the '90s? Be creative! In your paragraph, besides describing in detail what you would like to be, use what you have learned about yourself to explain why you would be good at whatever "job" you chose.

Summary

Heroes are not always "larger than life" characters; more often they are real people who have made a contribution or a difference in our lives. Who do you know in your family that you would consider to be a hero? It could be someone in your immediate family now or someone you have heard your parents or grandparents tell stories about. Write a journal entry and be prepared to share with the class a description of someone in your family you consider to be a hero or heroine.

How about you? This unit has given you the opportunity to think about yourself and what you like to do and think. Think of yourself as a real-life hero or heroine. If a hero or heroine is someone who makes a difference in other people's lives, what have you done that is heroic? Maybe you regularly run errands for your mother because she works outside the home. Maybe you mow the lawn for your grandparents or donate your time to community projects. Describe in a journal entry what you do that you could consider heroic by our definition.

Being able to set goals is a big part of being successful, and you noticed that when you read the stories for this unit. For the next four years, your goal is to become a successful, well-rounded student and to prepare for your future. You might even consider that to be your job. But you can set for yourself smaller and more immediate objectives along the way to accomplishing this larger goal. That way you will not lose sight of your main goal or get discouraged. In your journal, write three specific objectives toward becoming a successful and happy student that you can accomplish this year.

Unit II
Discovering Solutions Together

Unit Objectives

1. Introduce students to a methodical approach to problem solving.
2. Encourage students to be more confident in their abilities to solve problems.
3. Illustrate the use of problem-solving strategies.
4. Give students the experience of working together in a structured group setting.
5. Give students the opportunity to use planning, goal-setting and problem-solving skills.
6. Build students' writing, critical thinking, and speaking skills.

Introduction

Attached is the second supplementary unit for **Communicating for Lifelong Success**. This unit focuses on teaching students to use a methodical strategy for solving the problems they encounter, making difficult decisions, and planning school tasks.

The readings that are used for illustration should interest students and fit very well into the objectives of this unit. The classic story "The Lady or The Tiger?" should provoke some good discussion of the princess' character and what decision she is most likely to make. The discussion questions should also guide students to analyze the story from the perspective of a problem-solver. "Lather and Nothing Else" works equally well to reinforce the lesson. The barber in the story has a painful and dramatic decision to make --the drama especially should appeal to ninth graders! Since the story is told exclusively from the barber's point of view, students have the opportunity to follow and outline his thought processes as he arrives at his eventual decision.

Since ninth graders tend to be such a social group, often unruly in group activities that are too "loose," the group problem-solving activity is a very structured one. Called "Pioneers," it requires them to role play families of pioneers headed West. They have the opportunities to solve the problems they face on their journey together, and they must also document every decision and keep a journal individually. To cap off this activity, you might have students do one of the projects suggested in the teacher's guide to "Pioneers" and maybe even hold a "Pioneer Day" at school to let students show off their projects.

Finding Solutions Together

Introduction

Do you ever have any problems? No, not math problems that you do for homework, but difficult, complex problems that you spend hours thinking about or carrying around in the back of your mind. Do you ever have those kinds of problems? Of course you do; we all do. And like everyone else, you will find that your problems range in complexity from fairly everyday difficulties like how to get more privacy at home or how to balance study time and a social life to more significant questions about what you plan to do in the future.

Well, no matter what kinds of problems you have now, you can be sure that problems will always be a part of life. Does that sound grim? Maybe it won't sound so pessimistic if we take a look at the way we typically approach problem-solving. First, let's look at our word choice. A "problem" is defined in the dictionary as "a question or situation that presents uncertainty, perplexity or difficulty." That doesn't sound quite so negative, does it? Perhaps a more positive way to look at a problem would be to think of it as a **challenge.** A challenge may be difficult, but it is not necessarily overwhelming. And thinking of a problem as a challenge lets us see that we need to approach it with confidence in our own abilities.

Once you have established that your problems or challenges are not insurmountable, you can begin a process of finding solutions carefully and methodically, step by step:

1. First, define the problem as clearly and specifically as you can.
2. Next, break down the problem into its logical component parts.
3. Decide what goals you want to achieve with your solution.
4. If you are working with others, choose responsibilities for specific "tasks" or parts of the problem.
5. Do whatever research is necessary.
6. Consider or discuss the options available.
7. Finally, choose the solution that seems to best achieve the goals you set out in Step #3.

Let's look at two examples:

I. Cindy's neighbor has just offered her a regular, after-school babysitting job keeping an 8-year-old boy (Chris) for two hours every Monday and Wednesday. She would make about $6.00 a week. Normally, Cindy would jump at the chance; she has babysat for Chris before and knows that he is easy to manage, and she could certainly use the extra money for weekends and some new clothes. Unfortunately, there is a problem. Cindy has just started an aerobics class at the YMCA on Mondays, Wednesdays, and Fridays. She has gotten to the point that she is in a good routine and is just starting to get into better shape.

She would really hate to give up the class. What should Cindy do? She goes through the step-by-step problem- solving strategy:

a. She defines the problem: "Either I can take the job or stay in aerobics, but probably not both."

b. She breaks down the problem into parts: "I need to decide if I can do both or if I need to choose between them. Then I need to look at both of my options."

c. She identifies her specific goals: "I need to make some extra money because I would like to have some money that I have earned myself and can spend the way I want to spend it. I would also be helping Mom and Dad out a little. But I really would also like to lose a little weight and get into better shape, too."

d. She does some research by first talking to her mom, who tells her that money is going to be a little tight for a few months because of extra taxes and insurance expenses. It would be helpful if Cindy could earn her own spending money. Cindy also calls the YMCA and finds out that the same aerobics class that she is taking is also taught on Tuesday and Thursday afternoons and on Saturday mornings.

e. Cindy looks at her options: "I can stay in my current class and turn down the job offer, I can take the job and quit my current class, or I can take the job and change to the other class even though it means giving up my Saturday mornings."

f. After looking at the goals she has set for herself, Cindy decides to give up her Saturday mornings in order to stay in aerobics and also take the babysitting job.

II. Tyler, Steve, Amy and Lisa are all officers of a club that has decided to raise money by having a yard sale. As officers of the club, they are responsible for organizing, publicizing and running the yard sale.

a. They define the problem: "We need to plan and staff the yard sale."

b. They break down the problem into its component parts: "We need to set a date, find a place to have the sale, obtain merchandise to sell, publicize the sale, and staff the sale."

c. They define their goals: "We would like tohave a well-organized sale in

a popular place; and we would like to make at least $200."

d. They divide responsibilities: Amy is in charge of finding a location; Tyler and Lisa are in charge of contacting club members; and Steve is in charge of publicity.

e. They do the necessary research: Amy makes telephone calls to determine which sites would be available; Tyler and Lisa call club members to ask for merchandise and for volunteers to work the sale; Steve calls the local newspaper about placing an ad for the sale and contacts a printshop about printing fliers.

f. The officers meet again to discuss the most workable options they have each discovered.

g. Based on the goals they have identified for the sale, they decide to have the yard sale Saturday, May 5, from 8 a.m. to 12 p.m. on the lawn of the local Baptist church in the downtown area. The ad is placed in the local newspaper, and arrangements have been made to print fliers. Club members have volunteered to distribute fliers, contribute items to sell, and staff the sale.

Now that you have seen how the process can work, take a look at some other examples showing how characters in fiction might solve the problems they encounter.

Examples

In **Reading Literature**, read "The Lady, or The Tiger?" and "Lather and Nothing Else."

Here are some questions for analysis:

1. Pretend that you are the Princess. Now go through the steps of the problem-solving strategy with the decision you must make. How would you define the problem you are facing? Can you break it down into two parts? What are the goals you want to achieve with your solution? What information do you know or need to know about your options? Which option do you think best meets your goals?

2. What decision do you think the Princess would make? Why?

3. In this story, the Princess is in a real quandary because neither of her alternatives is really what she wants. Can you invent a problem you might face that would place you in a similar (but maybe less dramatic!) situation?
How about a similar problem for a teacher?
a parent?
a friend?
the President of the United States?

4. In "Lather and Nothing Else," the story follows the thought process of the barber when Captain Torres enters his shop. Go back through the story and identify the stages in the decisionmaking process that the barber goes through.
Why does he ultimately decide not to kill Captain Torres?
Do you think he has made the right decision?

5. Discuss or explain the meaning of the following statements in the story:

"I was secretly a revolutionary, but at the same time I was a conscientious barber, proud of the way I did my job."

"No one deserves the sacrifice others make in becoming assassins."

"You are an executioner; I am a barber. Each one to his job. That's it. Each one to his job."

Application

Now that you have looked at some steps to take in solving all kinds of problems and some examples of other people trying to solve problems of their own, you are going to participate in a group problem-solving activity. The activity, called "Pioneers," will give you the chance to role play the part of someone making the journey out West as part of a wagon train. On the way, you will encounter many situations that require your family and the other families on the wagon train to make decisions and solve problems. You will individually be responsible for documenting each decision that your group makes, and you will also keep a diary. After you have completed your journey, you will also choose a project to do on some aspect of pioneer culture--this should be something that fits in with your own interests so you can have some fun with it. You and your classmates will present your projects either in class or as part of a "Pioneer Day" to which other guests (parents, other classes) will be invited. Wagons Ho!

Summary

What did you notice about how your group worked together? Did any one person dominate the group, or was everyone willing to contribute? Was it difficult to solve problems and make decisions as part of a group, or do you think it was easier than working alone? In many careers today, employees work together to solve problems and make decisions at work. Write a journal entry wherein you analyze what you think are 1) the benefits and 2) the drawbacks of working in a group to make decisions or solve problems.

If you really want to make these problem-solving strategies work for you, you need to be willing to give them a try. Write a journal entry in which you apply the problem-solving strategies described in this unit to a problem or decision of your own.

Unit III
Understanding Messages

Unit Objectives

1. Introduce the communications model.
2. Develop students' analytical skills in two applications: writing and listening.
3. Build students' reading comprehension skills.
4. Enhance students' listening skills.
5. Enhance students' writing skills.

Introduction

Attached is the third supplementary activity unit for "Communicating For Lifelong Success." This unit focuses on teaching students to develop stronger listening and reading comprehension skills. They are first introduced to the communications model, which is defined for them, and then the focus of the unit shifts to emphasize practicing good "receiving" skills.

Students are asked to bring in two examples of writing: first, an advertisement that they feel is an effective piece of writing, then any piece of writing that they feel is not effective. The emphasis here should be on analysis: Why does this piece of writing communicate more effectively than the other? What makes the difference? Because students are learning how to both analyze and evaluate here, this activity might work well as a small group exercise. You may want to use the questions listed for students in the introduction to the unit and have them work together to answer those questions about a given piece of writing.

The other reading/writing application in this unit involves an autobiographical essay by Isaac Bashevis Singer called "The Washwoman." Although Singer never says so in the essay, it is clear that the woman made quite an impression on him as a child and that he has always remembered her and honored her for her faith and integrity. The emphasis in the application questions is therefore on how well students get this author's intended "message" and what clues they can find in the narrative. Students are asked then to write an essay wherein they do the same kind of thing that Singer does--convey an impression about someone who has strongly affected them (either positively or negatively). This assignment allows students to play the role of the sender in such a way that they are strengthening their own critical skills at the same time.

The listening activities here are intended to teach students that *hearing* and *listening* are not synonymous terms. The exercises are intended to be fun, but they also make the point

that most of us don't retain what we hear because we don't practice "active listening." You might introduct this concept by encouraging the students to focus on listening by screening out internal and external interference and by doing something (e.g. take notes, ask questions) to focus their attention on what is being presented.

The summary section gently inserts one more consideration that arises logically from this unit--do we screen out valuable information because we feel so bombarded by information every day? If so, could it be that we have learned the art of not paying attention better than we have learned the art of real listening? Maybe that could partially explain why we so often must learn something more than once. This could be a good discussion topic, or it could be used solely for journal writing.

Understanding Messages

Introduction

Our society today is often called "The Information Society." This name reflects a change in the way we look at ourselves; until recently, (approximately 20 years ago), powerful countries like the United States thought of themselves as primarily industrial nations. That is, the main products we created were produced by manufacturers in various industries. Many, many people worked in factories on assembly lines. Now, however, with advancing technology, the way we do business in the United States and other leading countries of the world has changed drastically.

With all of our sophisticated computerized and electronic technology, we rely more on out brains than on our hands. We must be able to tell our machines what to do; we must be able to design new software and machines to do necessary tasks; and we must be able to communicate well with others so that we can work together to come up with better ideas and solve our problems.

In this unit you will learn how to look at the information you receive every day and analyze it. Your success later will depend largely on how well and how quickly you can understand information and act on it. But these skills are not limited to your future career. Think how much more successful you can be as a student, athlete, musician, or club member if you can understand and interpret information quickly and effectively.

Examples

We all are bombarded with information every day. You may think that your main source of information right now is in your classes at school. However, stop and think about other possibilities. Every time you watch television, listen to the radio, read a newspaper or magazine, or even look at a billboard on the side of the road, you are receiving information. You may not decide to think about or remember it all, but you are exposed to a great deal of information every day. Also, think about your conversations with friends and family members. How much of your everyday talk is made up of information--news about other friends or family members, reports on what time you need to be at the basketball practice or where the dance is Friday night, how well or badly you did on your algebra quiz?

The drawing you see below is what we call the "communications model." We call it a *model* because it illustrates the parts of any communication situation: a telephone call, a letter, a conversation in the hall at school, even a commercial on television.

message

sender **receiver**

feedback

Let's look at the parts of this model. For every communication situation, someone is starting the process. That person is the **sender.** He or she has some information to get across to a listener or reader. Whatever information the sender wants to convey is his or her **message.** Of course, the listener or reader is the **receiver.** Finally, whatever response the receiver makes to the sender is called the **feedback.** Let's look at a couple of examples:

Chris: "Hey! Amy!
Amy: "What?"
Chris: "I asked Mom if you could spend the night on Friday and she said okay."
Amy: "Great!"

This quick conversation is a simple example of all the parts of the communications model. Chris, since she starts the conversation, is the sender. Amy, the girl Chris is talking with, is the receiver. The message that Chris is sending is that Amy can spend the night with her on Friday night, and Amy's feedback is 'Great!" Let's look at another example:

Television announcer: Having trouble getting that special guy or girl to notice you? Are your friends calling you 'pizza face?' You need to try new **Zits Away! Zits Away** will get rid of those unnattractive blackheads so you can be noticed by that special guy or girl of your dreams!

This communication situation is a little more complex. We really have two senders; the television announcer is saying the words of the commercial, but the people who are actually sending the message are the owners of the company who make this product. The message seems clear: If you want to be attractive, you need to use this product. Who is the receiver? Anyone watching this commercial would be a receiver. What would be the receiver's feedback? Well, it could be a number of responses: the viewer could simply frown and wait for the program to come back on; or he or she could change the channel, turn off the television, or run right out to the nearest store and buy a lifetime supply of **Zits Away!**

In the remainder of this unit, we want to focus on you as the receiver in many communications situations. How can you be an efficient reader or listener? How can you critically evaluate the message you are receiving and respond quickly and appropriately? Here is a list of guidelines or questions to ask when you are the receiver in a communications

situation:

1. What is the message?
2. Do I understand it clearly?
3. Do I need more information?
4. Does anything about the message need changing?
5. Why is the sender sending this message?
6. What does he/she want me to do?
7. What choices do I have for a response?
8. What form should my feedback take (e.g. letter, telephone call, smile)?

Application

To practice using your receiving skills, we are going to break them down into 1) reading skills and 2) listening skills.

Reading

1. Find and bring to school an advertisement that you particularly like. Be prepared to tell the class why you like it, what message the sender is trying to transmit to you, whether you think the message is clear and the ad is successful, and what your response or feedback is to the ad.

2. Find and bring to class some piece of writing that you feel is not successful. It can be anything: another advertisement, a newspaper article, a notice of some kind, a letter, a piece of junk mail--anything that you think does not get the writer's message across clearly and successfully. Be prepared to tell the class why you think this piece of writing is unsuccessful, and write a journal entry explaining how you would change it to improve its quality.

3. Read "The Washwoman" in **Reading Literature.** What overall message do you think the author is trying to convey to you as he describes his memories of the old laundress? Which details in the story let you know what emotions and impressions the author is trying to capture for you? Does he do a good job of communicating to you how he felt about her and feels about her now?

Write an essay in which you describe someone who has made a very vivid impression on you. It does not necessarily need to be a good impression, just a strong and lasting one. Remember that your purpose is to recapture your impressions as distinctly as possible and convey them specifically to the reader.

Listening

1. Listen to the story your teacher will read to you without taking notes; then see how many of the questions you can answer.

2. Participate in the listening chain exercise. How much did the message change by the time it reached the end of the chain? What does that tell you about our ability to listen and remember clearly?

Summary

We all see and hear many kinds of messages presented to us in various ways every day. But we do not necessarily remember all of those messages or even listen to them closely. Do you think that is good or bad? Do we need to "screen out" some messages because they are unnecessary to us? Are we exposed to too much information? On the other hand, do we learn to "screen out" so effectively that we miss some of the information that is important to us? Write a journal entry in which you respond to these questions. Here is one more question for you to consider: What situation can you think of wherein better listening or reading skills would have helped you or would help you now?

Unit IV
Sending Clear Messages

Unit Objectives

1. Strengthen students' analytical skills.
2. Reinforce reading comprehension skills.
3. Build students' problem-solving and critical thinking skills.
4. Build students' teamworking skills.
5. Build students' writing skills.

Introduction

Attached is the fourth supplementary unit for "Communicating for Lifelong Success." This unit focuses on developing strong analytical skills about the students' own writing processes and tasks. Students first review the communications model presented in the third unit, then they turn their focus on the "sending" end of the communications process. Guidelines are provided in the form of questions writers can ask themselves to analyze their own writing tasks and the writings of others.

Two examples are used here for analysis--an essay on population density and another on the intelligence of dolphins. Students are given several questions to answer on the purpose, reader adaptation, and style of these essays. Emphasis here is intended to be on informative writing, specifically the way that informative writers are accountable to their readers. You may also want to use the questions in the textbook, though, as topics for discussion specifically on content and wording.

The writing task here is a flexible one. Steve Campbell, the head of Human Resources at Gerrish Milliken, is willing to work with students so that they can have the opportunity to do a piece of real informative writing for a real audience. The students should be divided into two groups. One group, under Mr. Campbell's direction, will be able to interview various Milliken employees and tour the plant, then write about the plant and its employees for the school newspaper. The other group should interview various school faculty and staff to write about the school for Milliken's newsletter. You should contact Mr. Campbell about one month before you plant to start this project so that he will be able to arrange for the articles to be published and the plant tour. It would be a good idea for you to arrange to have Mr. Campbell speak to students. Since there will likely be a large number of students in each class, you will probably want these articles to be a group project; i.e., let each student write an article, then have the small group choose together what to include from each group member's version and put them together into the finished article. The only limitation placed on this exercise is that Mr. Campbell has asked that students submit their lists of interview questions for Milliken employees to him so that no proprietary information gets out.

Sending Clear Messages

Introduction

In the last unit, you learned how to analyze the information that others send you in various forms every day. In other words, referring back to the communications model you learned about, you practiced becoming a good "receiver." In this unit, however, you will practice becoming a good "sender."

Do you ever write letters? Give telephone messages to someone? Give directions? Teach or tutor someone? If you have ever done any of these, then you know how important good "sending" skills can be. As a letter writer, you want your reader to understand what you are trying to say or picture what you are trying to describe. As a message-giver, you want your listener to have accurate information. As a direction-giver, you want your listener to be able to get wherever he/she is going. And as a teacher or tutor, your want your listener to learn easily. All of these tasks involve good sending skills on your part.

To develop good sending skills, you can ask yourself some questions:

1. Who is my reader or listener and what do I know about that person (or persons)?
2. What am I trying to accomplish by sending this message? What do I want my reader or listener to do?
3. What form would be the best way to express the information I am trying to send? Should I write a letter? Make a telephone call? Write an essay or report? Design a poster? Make a videotape?
4. Exactly what do I need to say or write that will accomplish my purpose most effectively for this reader or listener?

Another way to look at this process is to state it as a number of tasks or objectives. As a sender I need to

1. Analyze my reader or listener,
2. Analyze my purpose as a writer or speaker,
3. Choose the best format to use, and
4. Using the analysis from tasks #1 and #2, decide exactly what to write or say.

In the rest of this unit, you will be looking at some examples of informative writing to analyze and evaluate them; then, you will do some writing that will give you an opportunity to make these decisions for yourself as you write informatively for a real audience.

Examples

In Reading Literature, read "People" and "How Smart are Dolphins?" Here are some questions to answer:

1. What do you think the author of "People," Isaac Asimov, is trying to accomplish in his essay? Is there some idea that you think he wants his readers to understand better? Do you think he wants you to do anything as a result of reading his essay?

2. How would you describe the style of Asimov's essay? Is he writing in a very formal way? Did you find any of the words he used difficult to understand? Is all of the information in the essay strictly factual, or did you see any place where Asimov was expressing his opinion?

3. Do you think the essay form was the writer's best choice for conveying this information? Why or why not? Would you have written it in a different form?

4. Did Asimov tell you enough about the subject? Do you think that he assumed you already knew about some of the information, or do you think he assumed you did not know anything about his topic? Did you have any questions that you felt were not answered?

5. The essay on dolphins seems to be raising questions rather than trying to answer them. What questions do you think the authors are raising?

6. What do you think the authors of this essay want you to do or think after you have read their essay? Do you think they were mostly trying to inform you about their topic, or were they trying to convince you of some particular point of view?

7. Do you think the authors of this essay accomplished their purpose?

Application

Now that you have read and analyzed two essays to evaluate how well their authors sent a clear message, you will have an opportunity to become an author yourself.

Working with the Gerrish Milliken plant of the Milliken Corporation, you and your classmates will be responsible for interviewing and writing about someone at your school or at the Gerrish Milliken plant. Here is how this project will work:

Your class will divide into two groups. One group will tour the Gerrish Milliken plant; then, they will interview people who work in the plant. Working in pairs, these students will then write articles for the school newspaper in which they inform Pendleton High School students, faculty and staff about what is happening at the plant.

The other group will interview people students, faculty and staff at Pendleton High School. Then, working in pairs, they will write articles for the Milliken newsletter about the school and what is going on there.

Whichever group you are in, you will need to use the problem-solving strategies you learned in Unit II as you approach this task. Here are some additional questions to ask yourself as you and your partner decide what questions to ask in the interview and write

the article.

Who will our readers be?
What do we know about our readers and their interests?
What will our readers want to know about our subject?
Who do we need to interview?
What do we need to ask?
What information do we want to emphasize?
What should our readers know after reading this article?
How can we write this article to make it interesting to our readers?

As you and your partner work together to write your article, check each other's work to make sure that it is correct and that it accomplishes your goals. Remember, you will be writing for a number of readers who are depending on you to be informative, interesting and accurate. Remember also that you are representing your school and your English class in this project.

Summary

When you write for readers other than your teacher, you have different responsibilities and different goals. Most of the writing you do in school is practice writing to help you develop your skills and to show what you have learned in your classes. For example, if you write an essay or research paper in English class, you are showing your teacher that you have learned some information about your topic, and you are also demonstrating that you have mastered certain writing skills. In other words, you are writing to be evaluated. However, when you write for other readers, you have different purposes for your writing. In the project you have just completed, you wrote for people who did not know about your topic but who were interested in knowing more, so you were writing to inform them. What did you think was different about this writing project from other writing assignments you have done in school? Were you nervous knowing that other people would read what you wrote? Did you find yourself being more careful? Was it easier or harder knowing you would have readers who depended on you for this information? Did you learn anything about the writing process or about yourself as a writer? Write a journal entry describing what you felt and learned from this project.

Unit V
Searching For Information

Unit Objectives

1. Develop students' library research skills early in their high school experience.
2. Develop students' documentation and paraphrasing skills.
3. Reinforce writing skills.
4. Build career awareness skills.
5. Build public speaking skills.

Introduction

Attached is the fifth supplementary unit for **Communicating for Lifelong Success**. This unit focuses on the research process, using Chapter 16 in the textbook and the scavenger hunt developed by the librarians at Pendleton High School. After students have been through the library orientation session and completed the scavenger hunt exercise, you have other enclosed information as well as a bibliography of what is available at Tri-County Technical College to use to help students begin to learn about changes in the work place.

This exercise is really not intended to force or even encourage students to focus on any career choice. The goal here is instead to give them some practice writing a short report using some secondary sources. But these topics should be interesting to students and also help them begin to think about what is happening around them that may affect their eventual career choices as well as the economic well-being of their families.

Since the students have been working together in groups at various times this year, the public speaking part of this assignment should not be too traumatic. This should not be a really formal speech; students should be encouraged simply to tell the class about what they learned in about 10-15 minutes, and they may want to use the notecards they developed in the research process as guidelines, though they should not just read to the class. It also is a good idea for them to use a visual aid, if for no other reason then to give them something to do with their hands!

Searching For Information

Introduction

In the last two units, you practiced how to send and receive information more effectively in various communication situations. Although a great deal of the information that we receive every day is readily available to us, sometimes we need to know facts that are not as easily available; in that case, we need to do an information search.

Where do we begin our search? Well, the anwer to that question really depends on what kind of information we need to find. But most of the time, whether we are looking for information that is in print, on videotape, or available on a computer, we look in a library.

This unit will help you expand your understanding of how to use a library and exactly what kinds of information you can expect to find in a school or community library. You will also jpractice finding information on a specific topic and then incorporating that information into a short report.

Application

Read Chapter 16 in **English.** You will then be going to the library to become familiar with your school library. Be sure to pay close attention to the unique layout of your library. Remember, although all libraries share many resources and cataloguing systems in common, all libraries are still a little bit different from each other. You will be putting your understanding of the library's resources to use immediately by participating in a "scavenger hunt" which the librarian will explain to you. You will have the opportunity to become familiar with some resources you have never used before. Believe it or not, the encyclopedia is not the only useful resource in the library!

After completing the scavenger hunt, pay close attention to your teacher as he/she explains how to use the library's resource and incorporate the information into a short report. This process is one that you will use for the rest of the time you are in school. It is avery helpful process in learning about all kinds of topics and writing knowledgeably about them.

Now take a look at some of the handouts your teacher has given you on the changes now taking place in the workplace. Some aspects of the workplace and the labor force in our nation are changing very quickly and will have an impact on the decisions you make later about what career to pursue. As you read this material, consider some of these changes and decide which you would like to know more about. This will be the topic for your short report. Here are some possibilities:

"Hot" jobs for the nineties
Women and technical careers
Apprenticeship programs
Flextime
The global market
Quality circles/teamwork on the job

These are just a few general topics from which you might choose. You will want to narrow your focus a good deal more for a short report, and there are many other topics from which you can choose.

Once you have chosen your topic, done your research and written your report, you will present your findings to the class. Your presentation should be 10-15 minutes long, and you will need to use a handout of some kind or a poster as a visual aid. This could be some illustration, chart, or graph that you found in your research, or it may be something that you design yourself. Although you may be a little nervous about giving a speech, remember that you are the expert on this topic. You have done the research and written the report, so now all you are doing is taking a few minutes to tell the class about what you learned. Feel free to use the notecards you made for your report, but don't read to the class. Look them straight in the eye and tell them what you think they need to know about your topic!

Summary

So many exciting changes are occurring in the workplace today. What did you learn by doing this report. What did you learn from listening to your classmates? Were you surprised by any of this information? Did the information you heard or read give you any ideas about your own career choice? Write a journal entry about this exercise, and you may want to jot down some of the information you learned that you will want to refer to later when the time comes for you to seriously consider a career choice.

Unit VI
Discovering Other Sources

Unit Objectives

1. Expand students' research skills.
2. Introduce students to SCOIS
3. Indtroduce correspondence skills.
4. Strengthen writing skills.
5. Strengthen interviewing skills.

Introduction

Attached is the sixth supplementary unit for **Communicating for Lifelong Success.** This unit builds on Unit V by expanding students' research skills, adding interviewing and corresponding. They will practice writing a request for information letter, and they will also have the opportunity to interview guest speakers that you can select from the Guide to Area Business Speakers provided by the PACE office. They will also be introduced to the SCOIS system, which will be useful to them later. Again, although the focus of this exercise is on careers, students are simply encouraged to follow up a career that interests them in some way, not one they will necessarily choose to pursue. This exercise should be fun, and it will yield a useful product to the school by starting a careers handbook in the library.

Discovering Other Sources

Introduction

Now that you have had the opportunity to learn more about the quickly changing marketplace that you will be entering, you have probably realized that more opportunities will be available to you than you thought. Although you certainly don't need to think about choosing a career now, it is never too soon to look around you at what people do for a living and investigate what interests you.

In the last unit you learned about what the library can offer you as you look for information. In this unit, you will learn to use some other sources of information. You will discover more about a specific career area that you find interesting, and you will do this by using sources you probably have not used before:

- a computer program called SCOI S
- a letter of inquiry
- an interview.

It is important for you to know that, while the library is an extremely important source of information to you, it is not the only source of information.

Application

Your teacher, along with the school counselors, will help you get started on this project by explaining how to use the SCOIS system, how to write a letter of inquiry, and how to conduct an interview. You will then choose a career area that you think sounds interesting. It does not necessarily need to be a career field you would like to enter, just one that you would like to know more about. You will learn from the SCOIS system printout where you can write for more information, and your teacher will choose some guest speakers from the Guide to Area Business Speakers for you to interview as a class.

Once you have received a reply to your letter of inquiry and some questions of various local business people, your class will gather the information together into a career book to place in the library. The book will be available to all students in the school. On the following page is a form to use to give you an idea of the kinds of information you need to be trying to learn. This form is the one you will fill out and place in the career book.

Career Position Description

Position Title:

Brief Description:

Training/Qualifications:

Schools Available:

Important Additional Skills:

High School Courses to Take:

Local Contact:

Summary

Consider what you learned from this exercise. Did you change your mind about what choices are available to you when you are looking for information? What did you learn from these sources of information that you could not have learned from more traditional sources? Do you think developing the career book was helpful for your school? Do you think other students will use it? Do you think you will use it?

Communicating for Lifelong Success II

DRAFT COPY

WELCOME TO PALMETTO CITY

POPULATION-- YOUR IMAGINATION!

Teacher's Guide

Welcome to Palmetto City!

Palmetto City is a mythical small town in South Carolina created to help prepare your tenth grade Tech Prep students for the kinds of skills they will need to be successful next year in Communications for the Workplace. The assignments in this unit are similar to those they will encounter in their junior and senior years.

These assignments are intended to be enjoyable and to reinforce writing and speaking skills, cooperative learning, problem-solving skills, and creativity. The assignments do not teach, so you will need to fill in with the appropriate introductory lessons.

There are six assignments in all: three assignments are group activities; two assignments are individual activities; one assignment can be used either way. Depending on how you plan to organize your lesson plans for the year, you might elect to spread these exercises out over the year, or you may wish to teach them all together as one of the later units in the course. Here are some notes on the exercises:

1. Introductory letter: This is not an exercise per se but a letter introducing students to the concept of Palmetto City.

2. Role plays: These are intended as a sort of warm-up to the class so that students can become comfortable with being in front of the class and can get an idea of the type of assignments they will be doing.

3. Newspaper ad: This exercise could be done individually or as a group.

4. Letter from the mayor: Students will need to know the basics of business letters for this assignment. It is an individual assignment.

5. Writing Round Robin: This group assignment involves students in groups writing to each other. You may want the groups to read and critique each others' letters.

6. Memo exercise: This is an individual exercise that requires students to know the basics of memo writing.

7. City Council proposals: This is a persuasive exercise that involves both writing and speaking, and it could involve some research. You may need to talk with stu dents about persuasive techniques.

Palmetto City
Chamber of Commerce

August 22, 1991

Resident
100 New Neighborhood
Palmetto City, SC 29600

Dear New Palmetto City Resident:

Welcome to our community! We are so happy that you have chosen to reside in our charming and friendly town. We know that you will have something important to contribute to our activities and will be a valuable addition to our community.

Let me tell you a little bit about Palmetto City. Founded in 1808 by Jedediah Bullfinch, Palmetto City has a proud heritage. Our earliest settlers, led by Mr. Bullfinch, were on their way to Nebraska from Florida, but they decided to stop when they saw how beautiful this land was, nestled in the foothills of the Blue Ridge Mountains. The town grew steadily and prospered, with its flourishing cotton mills and tobacco fields providing the livelihood for many of our earliest townspeople. Our town fathers and mothers participated bravely in the War Between the States. Later, when the South began to industrialize, the town again met the challenge of progress, and today we have been fortunate in attracting several industries to our area, including Anchor Textiles and Reichslund Electronics.

As president of the Palmetto City Chamber of Commerce, I want you to know that we consider it essential for our citizens to participate in city government. We have learned in our community that we are most successful when we work together. The many decisions that are made by the city government will affect all city residents, so residents are encouraged to participate in committees that make these decisions. In addition, many of our area businesses and industries have initiated the use of teams and "quality circles" of employees to make decisions and solve problems on the job. In all of these activities, our residents have learned to use wisely their communications skills, to

- o listen carefully to each other with open minds;
- o speak confidently and in an organized manner; and
- o write clearly, logically and correctly.

Good use of these skills has contributed greatly to our success in making important decisions for our community, and they have also contributed tremendously to the success of our businesses and industries.

We look forward to working with you in our community's activities in the coming year. We hope that you too will learn to use your communications skills effectively to solve problems and make decisions in the future.

Again, welcome, and good luck!

Sincerely,

Peabody Truett
President
Palmetto City Chamber of Commerce

Role Plays

Restaurant

Your group represents the staff of a small, family-style restaurant in Palmetto City. One of your employees has been coming to work looking sloppy, badly groomed and not very clean. The other employees and some of the customers have complained. This employee is a good worker, so the manager does not want to fire him/her. The manager does need, though, to talk with this employee to let him/her know that this type of appearance is not acceptable.

Bank

Your group represents the staff of a small branch of a local bank. The manager of the bank has noticed that some of the tellers are not as polite as they should be when they get rushed. They are a bit rude or at least abrupt to some customers, especially older customers who tend to move slowlly. The manager has even had some complaints and heard some customers grumbling. He/she has decided to hold a staff meeting and talk with the employees about the importance of being polite to customers.

Department Store

Your group represents one deparment of a local department store. One of your staff has been promoted to department manager since the previous manager retired. The problem is that the new department manager, perhaps without realizing it, has been treating his/her old friends in the department better than everyone else. The rest of the department staff decides that they need to confront the manager with this behavior.

Grocery Store

Your group represents the meat department of a local grocery store. One of your fellow staff members has been going through a rough time lately. His/her mother is very ill, and this staff member has not really had his/her mind on the work to be done. Consequently, this employees work has been unpredictable, and there have been some mistakes. Also, this person is not keeping the work area clean, which is unsanitary and dangerous. The other staff members decide to talk with this employee to work out the situation.

Office

Your group represents the staff of the office of a local insurance company. The Office Manager seems lately to have something on his/her mind. He/she has been late to work

a good deal, has missed some appointments, and has forgotten to answer telephone messages. The rest of the staff is especially concerned because your office is in a competition with other offices of the same company, and the winning office will win a trip to the Bahamas. You would really like to win that trip, but you won't be very likely to win if your manager does not stop this unproductive and unpredictable behavior.

Dentist's Office

Your group represents the staff of a group of dentists in town. One of the dentists, who is new to the group, has been treating the office staff in an extremely unfriendly and impatient manner. He snaps at office staff when his requests are not immediately met, and he is often surly when he notices staff members taking breaks. After a month of this treatment, staff members have decided to talk with the other dentists in the group to let them know what is going on and ask for their help.

Palmetto City Enquirer
"All the news that fits, we print"

August 22, 1991

Owner, New Business
100 Palmetto Mall
Palmetto City, SC 29600

Dear New Businessperson:

Welcome to our community! Here at the Palmetto City Enquirer, we see our purpose as the city's only newspaper to keep our residents informed about anything important to the community and to their lives.

Because 96% of the households in Palmetto City receive our newspaper daily, we can offer you an effective means of reaching city residents with information about your business. We offer reasonable rates to our business customers as well as a wide range of choices for advertisements. We will print full- or partial-page ads with photographs or other artwork, or we would be glad to help you in the creation of separate inserts for special sales.

As a "Welcome to our Community" gift, we offer you the opportunity to take advantage of our advertising resources **absolutely FREE!** We will place in a coming issue a one-quarter page advertisement for your business; all you have to do is design your ad. Keep in mind that it should

- o state clearly the name and nature of your business,
- o be eye-catching and attractive,
- o state clearly where your business is and what you business hours are,
- o include your company logo, and
- o include a catchy business slogan.

In addition, if you will write a short article about your business and what services or products you offer, we would be glad to feature your company in our "All Around Town" section. If you would like to take advantage of our offer, please have your advertisement and article ready to submit to us by noon on Friday before the week you would like them to appear.

Again, welcome, and we look forward to working with you!

Sincerely,

Patricia McDonald
Business Editor

PALMETTO CITY ENQUIRER

"All The News That Fits, We Print"

Office of the Mayor
Palmetto City, SC 29600

September 5, 1991

Resident
Peaceful Valley Estates
Palmetto City, SC 29600

Dear Resident:

A situation has arisen in your neighborhood that I believe calls for action on your part and on the part of this office. I hope that you will take the time to consider the situation and become involved in our efforts to remedy a serious problem.

As you may know, your subdivision, Peaceful Valley Estates, is one of the oldest residential areas in our community. Your neighborhood has a reputation as a prosperous, well-cared for area, and one in which homeowners take pride in caring for their neighborhood and helping each other. As your mayor, let me say that I wish all areas of the city were as carefully maintained and cooperative as yours has proven to be in the past.

Now to our current situation. The city has received a proposal from Easthaven, one of the county's facilities for the emotionally disturbed, to purchase one of the houses in your neighborhood and use it as a group home for retarded adult females. Let me explain the details. The house, located at 138 Serenity Way, is a two-story house with four bedrooms. It would house a married couple who would oversee the residents and probably three or four retarded women aged twenty-one and older. These women would pose no threat to the residents of your neighborhood. They are considered in no way to be dangerous; in fact, most of them work in area businesses doing low-skilled types of jobs.

I feel that the city council cannot make this decision without knowing the feelings of the residents in the neighborhood. Are you in favor of the house being sold to Easthaven for the purposes I have explained? If not, what are your reservations? Please write a letter to this office to describe your response to this proposal. Our next City Council meeting will be on September 21. If you could respond before that date, we would know better how to respond to this proposal.

Thank you for your consideration of this matter.

Yours truly,

Thaddeus Truett
Mayor

Writing Round Robin

Hospital

Your group represents the business staff of a local hospital. You are composing an offer to go to the local elementary school. The counselors there have written to you to ask if your staff members would be interested in acting as partners with their school. This could involve a number of activities, including visits by the children to the hospital, visits of the staff members to the school, and the like. You have talked with the hospital chief of staff, who has decided that the idea is a good one. Compose a letter back to the elementary school counselors accepting their offer and making some specific plans for ways that you can be helpful to them. Your group needs to

1. Name your hospital and design a letterhead.
2. Brainstorm about how to reply and what to offer.
3. Write the letter and attach a sheet indicating exactly what each group member contributed.

Elementary School

Your group represents a group of guidance counselors from the local elementary school. You have decided that your school needs a local business partner, so you have written to the hospital in town to ask them to participate with your school, and you have mentioned some ideas you have for ways that they might interact with your school. Your group needs to

1. Name your school and design a letterhead.
2. Brainstorm about how to write the letter and what to say.
3. Write the letter and attach a sheet indicating exactly what each group member contributed.

Jewelry Store

Your group represents the sales staff of a local jewelry store in Palmetto City. You have decided that one way to boost your sales would be to display some of your costume jewelry, which you have just begun to carry, in the window displays of the local women's clothing store. You are going to write them a letter explaining your idea and mentioning what ways in which you think this combined effort will benefit them as well. Your group needs to

1. Name your store and design a letterhead.
2. Brainstorm about how to write the letter and what to say.
3. Write the letter and attach a sheet indicating exactly what each group member contributed.

Women's Clothing Store

Your group represents the sales staff of a local women's clothing store.You have received a letter from your local jewelry store. They have recently begun to carry a line of inexpensive costume jewelry. To promote this line of jewelry, they would like to place some of it in your display window with the clothes that you have placed there for this fashion season. You think this is a good idea, but you are a little concerned about liability in case some of the jewelry were to be lost or stolen. Also, how will you work it out if someone wants to buy some of their jewelry from you? Your group needs to

1. Decide on the name of your store and design a letterhead.
2. Brainstorm about how to write the letter and what to say.
3. Write the letter and attach an additional sheet indicating exactly what each group member contributed.

Utility Company

Your group represents the public relations staff of a local utility company. As a new service to your regular business customers, you have decided to offer an "energy conservation assessment" to them free of charge. One of your representatives will visit the business at their convenience and inspect their premises for areas wherein they might be wasting energy. He/she will then suggest ways that the business might make changes to use their energy more efficiently. You will even offer a reduced rate for businesses that comply. Your group needs to

1. Decide on the name of your company and design a letterhead.
2. Brainstorm about how to write the letter and what to say.
3. Write the letter and attach an additional sheet indicating exactly what each group member contributed.

Fast Food Restaurant

Your group represents the management staff of a local fast food restaurant. You have received a letter from the utility company offering to visit your establishment and do a free energy use assessment. They will offer you suggestions to use energy more efficiently, and if you comply, they will even offer you a lower utility rate. You think this is a great idea, but you are unsure exactly when they should visit, since most of the time when you are open, your work area is very busy and hectic. You also think that you should probably receive permission from the home office before agreeing. Your group needs to

1. Decide on the name of your restaurant and design a letterhead.
2. Brainstorm about how to write the letter and what to say.
3. Write the letter and attach an additional sheet indicating exactly what each group member contributed.

Reichslund Textiles

"We Cover the World"

Memo

Date: January 5, 1992
To: Manager, Shipping and Receiving
From: Otto Reichslund, Plant Manager
Subject: Christmas Orders

As you know, our blankets are shipped all over the world from right here in our Palmetto City Plant. Of course, we always have several big orders during the Fall and Winter seasons, especially during Christmas. This year was no different, and I am proud to say that we met all orders on time.

However, we have received some unusual complaints. It seems that some of our products did not go where they were supposed to go. In fact, they ended up in rather odd places. I have listed these mysterious circumstances below, and I would appreciate it if you would talk to your staff and investigate these complaints. Then, after doing so, please write back to me and document on paper what did happen.

Here are the complaints:

1. The large shipment of blankets with "Clemson Tigers" printed on them ended up in Tallahassee, Florida.
2. Blankets with a logo reading "A Souvenir of New York City" ended up in Pascagoula, Mississippt.
3. Instead of the lightweight cotton blankets we usually ship to Los Angeles, the store there ended up with the fur-lined heavyweight flannel comforters we usually send to Oslo, Norway.

I am genuinely baffled by these mix-ups and would appreciate an explanation as soon as possible. Thank you.

Well, you will need to talk with your staff members and decide what exactly did happen to the mixed up shipments so that you can write a memo to Mr. Reichslund. What do you think could have happened? Faulty equipment? Untrained workers hired temporarily for the Christmas rush? An employee who needs glasses? The answer is up to you!

Manufacturing Plant

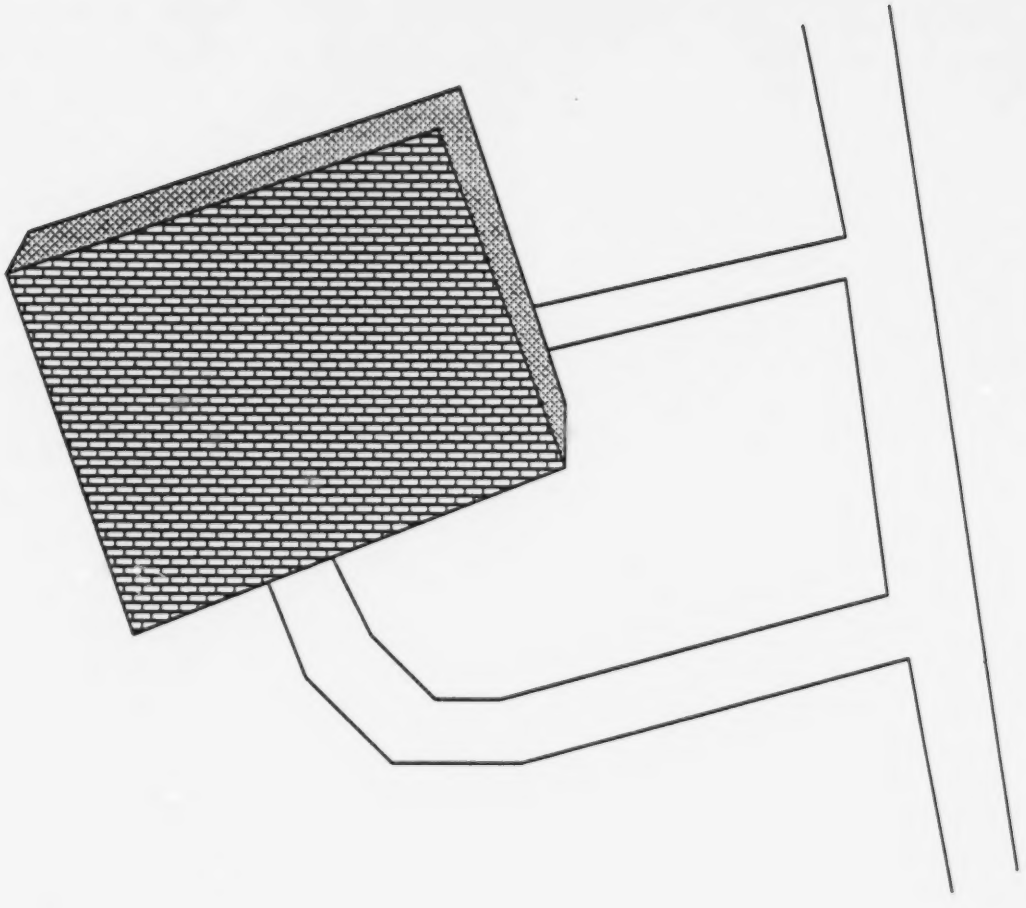
You are the owners of a manufacturing plant on the outskirts of Palmetto City. Located just off a main highway, your company has been having many problems with traffic to and from the plant. There have been traffic jams at peak times when employees are changing shifts, and several minor "fender-benders" have occurred. Employees are complaining that they have to leave home thirty minutes earlier than they normally would, just to be on time for work.

The reason for these problems is shown on the diagram on the next page. There is only one access road to the plant from the highway. It is used by regular employees and trucks alike. The truchs, which move slowly and require extra room to maneuver, are often mixed in with regular traffic during peak times, thus slowing all traffic down considerably.

After studying the situation carefully, your engineers have concluded that the solution to your problem is to build another access road from the highway to the back of the plant, where the loading dock is located. It would be used only by trucks, and it would eliminate the problems you are having now. Your company would pay for building the road and for maintaining it, but because it would be an access road from a city-owned highway, you must first obtain the permission of the City Council.

Your group needs to

1. Name your company and decide what you manufacture.
2. Prepare an oral presentation to the City Council (the rest of your classmates) in which you make your proposal to them; it must include all group members.
3. Keep written minutes of each group meeting and each decision made.
4. Prepare a written outline of your oral presentation to be submitted, along with your minutes, to your teacher.



Neighborhood Group

You are members of a neighborhood group that represents the residents of an old neighborhood located near downtown Palmetto City. The neighborhood never really became run down, but it had become mostly an area made up of retirees until that last five years. Through a process that architects call "gentrification," young couples with children have begun buying the houses available in your area and renovating them, so the neighborhood once more is growing and prospering.

You have identified a problem, though, in the area. A vacant lot located on Friendship Lane is badly overgrown with weeds and kudzu. Over the years, unscrupulous passersby have dumped trash there, and the lot has really become an eyesore. Besides, those families living near the lot say that unsavory characters seem to "hang out" there, possibly even using or selling drugs. Families in the neighborhood are truly concerned about the situation, and your group has proposed a solution.

Mrs. Horace Truett, the mayor's great-aunt, owns the land and will gladly sell it to you for under market value. She has never been able to sell it before because it is too low-lying to be really suitable for building. However, a neighborhood architect has looked at the lot and pronounced it suitable for a small park. The residents are all very enthusiastic about the idea and have already pledged $2000 toward the overall estimated cost of $25,000. In addition, the architect has offered his services free to design the park, and a contractor in the neighborhood has offered to do the grading and other necessary labor for one-half of his usual fees. Your next step is to present your plan to the City Council to ask for their support and the remaining funds.

Your group needs to

1. Prepare an oral presentation to the City Council (the rest of your classmates) to ask for their permission and assistance; each group member must participate.
2. Keep minutes of every group meeting and every decision made.
3. Prepare a written outline of your oral presentation to submit, along with your minutes, to your teacher.

Recycling Company

You are the owners of a curbside recycling company. Palmetto City residents have been involved for three years now in a recycling effort that requres them to take cardboard, newspapers, glass and plastic to neighborhood collection centers set up by the City Council. However, the City Council has become frustrated with this plan, and they have developed some real problems.

First, some residents still have not caught on to what is recycleable and what is not. Although the local newspaper has run numerous advertisements indicating what the centers can and cannot accept, some people are still bringing regular trash to the centers. Consequently, city sanitation workers, who already resent the extra time they must put in to collect from these sites, waste even more time trying to separate the useable contents from the trash. They have complained even more to the city, and some are threatening to quit their jobs.

In desperation, the City Council has asked you to prepare a bid proposing that your company take over the recycling effort in Palmetto City and replace the centers with curbside recycling for all residents who wish to participate. Your company would be responsible for informing residents, providing suitable containers, and picking up recycleable materials from residences regularly. You would receive most of the profits but would offer Palmetto City a percentage of them to go to the City's recreation department to benefit the community's children.

Your group needs to

1. Prepare an oral presentation to the City Council (the rest of your classmates) explaining your plan and the benefits to the community; each group member must participate.
2. Keep written minutes of all group meetings and decisions made.
3. Prepare a written outline of your oral presentation to submit, along with your minutes, to your teacher.

Development Corporation

You are the owners of a local development corporation specializing in small shopping centers. Typically, you buy large plots of land that are already zoned for commercial purposes and build shopping centers; then, you lease the shops to chain stores or local businesses.

Your corporation has recently purchased ten acres of land facing a major highway that links Palmetto City with its neighboring community of Centerville. Neither community has easy access to a large chain discount store, and your market research has indicated that a store like WalMart or Kmart would be successful in this location. You are currently negotiating with representatives of these companies to propose that they locate here.

The problem is that this land backs on to a large, upscale residential neighborhood, Stratford Meadows, where the houses range from $95,000 to $150,000. You know that you are likely to encounter some opposition from neighborhood leaders who will be concerned about their land values falling, noise, traffic, safety, etc.

You must apply for permission from the City Council to go ahead with your venture, and you must convince them and neighborhood representatives that your plan will truly benefit the community.

Your group needs to

1. Name your corporation and design your proposed shopping center (on a poster).
2. Prepare an oral presentation to the City Council (the rest of your classmates) to convince them to give permission for building the shopping center; each group member must participate.
3. Keep written minutes of each group meeting and each decision made.
4. Write an outline of your oral presentation to be submitted, along with your minutes, to your teacher.

Restaurant

You are owners of a restaurant in Palmetto City. You have been operating the restaurant for about five years, and business has been very good. In fact, you are about to outgrow your current premises in downtown Palmetto City. You have a large, walk-in crowd from local businesses at lunch and a smaller but growing dinner crowd. To provided for this growth and to encourage new growth, you would like to move to another location nearby.

Luckily for you, some property has become available that is only about a block away from your current location. The problem that you have with purchasing this property and converting it into a new location for your restaurant has to do with zoning laws. Zoning laws determine where businesses are allowed to locate so that they do not interfere with the privacy of residential neighborhoods or other community organizations like churches. The property that you would like to purchase is a large two-story house that has been used, up until now, for apartments. It sits on the edge of the business district, but near some other residences, and up until now it has been zoned only for residential purposes.

You believe that the neighborhood around this property has changed enough that the city would consider rezoning it for commercial purposes, thus allowing you to purchase it and remodel the property, expanding your restaurant and staying in the same neighborhood.

Your group needs to

1. Decide what kind of restaurant you own and name it.
2. Prepare an oral presentation to give to the city council (the rest of your class members) to persuade them to rezone the property; this presentation must include all group members.
3. Keep minutes of all group meetings and decisions made.
4. Prepare a written outline of your presentation to be submitted, along with your minutes, to the teacher.